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ABSTRACT

The need for vocational and personal attitude training for prisoners has been recognized for many years. In keeping with the commitment to individual prisoner's development, the Florida Department of Corrections developed a program of life skills training for inmates, the Life Skills Overview Module, in cooperation with local community colleges. To evaluate the success of the program, 19 faculty members who served as instructors (facilitators) in the program were surveyed. In addition, site visits were conducted to interview faculty members. A second procedure included the design and evaluation of a feedback workshop for facilitators, attended by the instructors, members of the Life Skills Task Force, and visitors from the Department of Corrections and the community colleges. A third research procedure involved hiring a research consultant who investigated facilitator characteristics, support of the community college and correctional institution, and facilitators' evaluations of training and materials. The evaluation concluded that there was a generally high level of satisfaction among instructors. Individual factors included previous experience in correctional education, sex of instructor, and institutional support. Instructors who felt their students were highly motivated reported greater satisfaction with the outcome. Each instructor recommended that the program be continued and expanded and made recommendations relating to the role of the community college. The report includes the survey instruments, a budget summary, Life Skills Task Force position papers, data on facilitators, feedback workshop data, and suggested specific actions. (JAC)

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ED237829

FINAL REPORT

Project Number DOE 1-3731

From December 1, 1980 to June 30, 1982

Life Skills for the Incarcerated:

Evaluation of Staff Experience

1982

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
TALLAHASSEE, FLORIDA 32301

CG 017 083

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Evaluation of Staff Experience

1982

Santa Fe Community College
3000 NW 83d Street
Gainesville, Florida 32602

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CG 017033

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TABLE OF CONTENTS

Acknowledgements iv

Introduction 1

Objectives 3

Procedures . . . . . .

Procedure #1: Contacts with Individual Facilitators. 4

Procedure #2: Facilitators' Workshop 5

Procedure #3: Research 8

Results of the Research Study. 18

Conclusions and Recommendations 20

Budget Summary 22

Appendix A: Life Skills Task Force Position Papers. 23

Appendix B: Date on Facilitators. 28

Appendix C: Feedback Workshop Data. 39

Appendix D: Research Instrumentation. 50

Appendix E: Suggested Specific Actions, Facilitators' 60
Workshop

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We greatly appreciate the encouragement and cooperation of the members of the Life Skills Task Force: Mr. T.P. Jones, Chairman, Ms. Gloria Ward, Mr. Bernard Cohen, Mr. Ron Jones, Mr. Jim Ivey, Ms. Mary Katherine Beyschlag from the Department of Corrections, Dr. Herbert Attaway from Lake City Community College and Mr. David Ehlert from the Division of Community Colleges. Working as members and adjunct members of the Task Force has been a joy, a challenge and a tremendously satisfying experience for each of us.

Each community college staff person who has served as facilitator of the life skills course has been extremely helpful. For some of them this experience was a significant departure from their customary stance with students. Their names appear in Appendix B.

And last but not least, we appreciate the opportunity to make an impact on a significant service delivered by community colleges to incarcerated persons throughout the state of Florida who so desperately need life skills oriented education and personal and career guidance.

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Project Director

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INTRODUCTION

The need for vocational and personal attitude training for incarcerated persons has been recognized for many years; correction as well as punishment has been a major focus in the state of Florida. In recent years, however, the need is crucial. While in the 1970's the state population increased 41%, the prison population increased 125%. The current prison population exceeds 20,000. The Florida Department of Corrections is keenly aware of its statutory responsibilities to protect the public from those who commit criminal acts, and is also committed to providing the programs and experiences which will enable an individual to restructure his or her own life and return to the community as a productive citizen, as is stated by Mr. T.P. Jones, Special Assistant for Policy Development of the Department of Corrections, in the introduction to the facilitator's manual of the Life Skills Overview Module.

These concerns are shared by the citizens who make up the Florida Governor's Advisory Committee on Corrections, who in 1981 have stated:

> "The primary mission of the Florida Department of Corrections is to protect society by incarcerating convicted offenders and supervising offenders in the community on probation and parole supervision. The Department's secondary mission is to offer every offender the education, training, work experience, religious opportunities, and counseling necessary to enable each offender to return to society as a productive and law-abiding citizen."

> "All of Florida's citizens must unite not only to deal with the after effects of crime but also to utilize all of its resources in new and bold programs to help prevent crime that begins in your home and in this community and throughout the state."

In keeping with the committment to each individual prisoner's development, the Department of Corrections has supporced for many years several different programs that focused on the self concept and personal growth of incarcerated persons. In 1978 a Task Force composed jointly of representatives of the Division of Community Colleges and the Department of Corrections was called into being to develop one unified program to address the need for skill and attitude training of inmates that might lead to their being more personally and vocationally productive during incarceration and upon release. The Task Force noted the different kinds of needs of the inmate in moving through the period of incarceration and identified 57 life skills necessary for more effective functioning and more responsible exercise of vocational/

educational choices. A module of instruction for delivery during the first six months of incarceration at the permanently assigned institution was developed, with other modules planned for development in the near future. Such instruction was planned for delivery through 15 community colleges to the major correctional institutions throughout the state. An explanatory position paper from the Task Force and a detailed chart of the total program concept appears as Appendix A on this report.

Four community colleges (Manatee, Lake City, Miami-Dade, and Santa Fe) participated in a pilot project in Fall term 1979 at four prison sites with both male and female inmates. No special funds were sought. The feedback from these pilots was incorporated into the final draft of the Life Skills Overview Module. In the second phase of the project fifteen community colleges sent 23 staff personnel to a "training of trainers" workshop in June 1980 in which the module was introduced and the staff were trained in its facilitation in the prison setting. The first module in Life Skills instruction is being taught at nearly every major correctional institution in the state.

The current proposal covered phase three of this project: The evaluation of the experiences of the community college staff in delivering life skills courses in Fall 1980, subsequent to their attendance at the training workshop, including limited evaluation of the instructional materials. Such evaluations are critical to the further development of both materials and instructional/facilitative strategies for the remaining modules; as well as to the decisions to continue to include life skills courses in community college offerings in the state penal institutions.

OBJECTIVES

There were three objectives for this project:

(1) To supervise, support and assist the staff of 15 community colleges in their use of the curriculum, materials, and suggested instructional/facilitative strategies for delivering vocational and attitudinal (life skills) training to incarcerated persons during the first year of operation of a major project involving nearly all of the penal institutions in Florida;

(2) To evaluate the experience of the community college staff in delivering the life skills overview module to inmates in Florida correctional institutions during fall 1980; and

(3) To evaluate and revise the curriculum educational materials and facilitative strategies based on feedback from the instructional staff.

These three objectives overlapped and will be reported on by giving detailed statements of the procedures followed by the staff during the six months of the project's life, together with results and evaluations as they were elicited. The concluding section will focus upon findings and recommendations.

PROCEDURE #1: CONTACTS WITH INDIVIDUAL FACILITATORS

In order to collect information from those community college staff who seemed as life skills course facilitators in fall 1980, a list of such persons was first compiled from records of the Life Skills Task Forces and from numerous telephone calls to community colleges. The list included names and addresses of 21 facilitators representing 13 community colleges. A table listing the facilitators, the major correctional institutions served by each, together with an information sheet on each facilitator may be found in Appendix B.

Two contacts were made with each facilitator, A letter was sent in December 1980 to each person whose name had been secured, accompanied by an information sheet to be filled out and returned in an enclosed stamped envelope. After a follow-up in January, information was secured from 96% of those facilitators contacted. Copies of the letters and of the protocol may be found in Appendix B.

A second contact was made in January and February 1981 through a site visit made by a project staff member to each community college facilitator. During the personal interview the staff member discussed the life skills course delivery in general, serving as a resource and contact person from the Task Force. An interview protocol developed by the project staff and the research consultant was used to collect relevant specific data regarding the facilitator and all aspects of the facilitation process. The site visit proved to be the most significant component in Procedure #1, as well as in the securing of date which will be reported in the next section.

PROCEDURE #2: FACILITATORS' WORKSHOP

The second procedure for meeting the project objectives was to schedule, design, lead and evaluate a Feedback Workshop for Facilitators which was held in Orlando on March 26 and 27, 1981. Members of the Life Skills Task Force also attended this meeting. Several visitors both from the Department of Corrections and the community college were granted permission to attend; these were persons intending to involve themselves as facilitators in the future and persons interested in the life skills concept as a treatment for incarcerated persons other than those in state institutions. A total of persons were present.

The staff members of this project were in charge of organizing and carrying out the planned agenda for the 1 1/2 day meeting. There were several components: (1) Extensive time for debriefing, that is, for feedback about the experience of facilitation; (2) Reports on the past, present, and future of the Life Skills project; (3) A swap shop for sharing activities and exercises that were particularly effective or ineffective; and (4) A preliminary research report from this project staff based on the data collected from the site visits. A copy of the planned agenda appears in Appendix C.

All persons present were effectively and intensely involved in all aspects of the workshop. Date were collected on the experience of the facilitators as related to the community college, the correctional institution, the students, the materials, and the instructional strategies. The summary of the problem areas and issues from the workshop appear on the following two pages. The summary of action plans and a discussion of these results may be found in the concluding section of this report.

Summary materials compiled from three group sessions (Life Skills materials - unit by unit; Problem areas/Issues; and Action plans) were disseminated to all facilitators and Task Force members in April. The cover letter and evaluation of materials appear in Appendix C. Reactions to the workshop itself were uniformly positive: Good support, excellent sharing, good information given, very valuable experience.

Problem Areas/Issues Summary

Facilitators:

- Appropriate style for such an environment?
- Need to be role model
- Low credibility with DOC system and inmates
- Need skills in developing trust and safe atmosphere
- Had too high expectations - not able to know what to expect
- Had to serve as public relations salesman/administrator as well as instructor/facilitator
- Need to either do their own public relations for the program or call for help to community college or DOC
- Extent of role of facilitator - additional activities may include meetings with college presonnel/DOC staff, giving feedback, recruiting other facilitators, helping design new modules

Inmates:

- Low self-esteem plus high (elevated) concepts about self-manipulative style for survival
- Motivation for attending class
- "Old hands" at this kind of program need incentives
- Need immediate reinforcement for these people behavior programs who are not early incarcerated

Program and Materials:

- Could use handouts and take home materials
- Need immediate reinforcement: Need advanced modules now (NOW) too WASP - of valuing feelings
- More explanations for some exercises
- Need strategies for adapting to different populations
- Need some "less gamey" exercises
- Demand too much self-disclosure and awareness of feelings in students

Program and Materials (Continued):

- Need kit for each facilitator
- Better if group meets more than once per week - twice or all of one day
- Daytime different from evening - evenings conflict with activities
- Should not be seen as rehabilitation
- Some exercise demand intellectual ability above students' level
- Credit or non-credit courses

Evaluation:

- Hard to use the evaluation form
- The 0/1/2 method is difficult - subjective and arbitrary
- Checklist of participant outcomes inappropriate
- Get instructors to devise other methods
- Need simple, short-term evaluation by instructors and long-term by institutions

DOC and Institutions:

- Logistics for space/time/students/materials/AV equipment
- Non-humane attitudes of guards, etc.
- Recruitment tactics - Keep up publicity
- Interference or interruptions of classes
- How to develop a confidential and safe atmosphere in prison environment without repercussions on the compound
- Transfers of students are disruptive
- No clarity about the priority level of life skills in the institutional schema
- Seems as if it needs to be sold or resold
- Tolerated versus appreciated versus supported and integrated into programs
- Staff need to be involved
- Gain time for life skills?
- Clarify voluntary not mandatory
- Tee shirts for inmates

Philosophical Base:

- Life skills in an aggressive environment?

PROCEDURE #3: RESEARCH

To facilitate an effective research component for this project the project staff hired a research consultant, Mr. David E. Gray, professor of sociology at Jacksonville University, to assist in the design of the evaluation study, development of the necessary instrumentation, and data reduction. Since there are no other data on this very significant project, a thorough evaluation was undertaken including collection of several kinds of data in several different ways.

Areas investigated were facilitator characteristics (such as educational background, teaching experience, method of teaching, etc.); degree of involvement and support of the community college; degree of involvement and support of the correctional institution; student characteristics (such as motivation, enrollment and completion figures); facilitators' evaluative report of the June training of facilitators; and facilitators' report of the effectiveness of materials.

Florida correctional institutions participating in the Life Skills Project fall 1980 included the following: Apalachee Correctional Institution, River Junction Correctional Institution, Baker Correctional Institution, Cross City Correctional Institution, Florida State Prison, Lancaster Correctional Institution, Lawty Correctional Institution, Reception and Medical Center, Union Correctional Institution, Brevard Correctional Institution, Florida Correctional Institution, Lake Correctional Institution, Marion Correctional Institution, Sumter Correctional Institution, Broward Correctional Institution, Dade Correctional Institution, Glades Correctional Institution, Indian River Correctional Institution, Avon Park Correctional Institution, DeSota Correctional, Hendry Correctional Institution, Hillsborough Correctional Institution, Zephyrhills Correctional Institution, and Alachua County Probation and Parole.

Date were collected from all participating institutions with the exception of Florida State Prison, Dade Correctional Institution, and DeSota Correctional Institution. Facilitators at these institutions were not available for interview. Lancaster Correctional Institution had two facilitators, each teaching a Life Skills course; one of these two facilitators was not available for interview. Data from Glades Correctional Institution was omitted from the analysis due to the fact that the Life Skills Overview Module delivered there was for staff and not for inmates. Lantana Correctional Institution and Polk Correctional Institution did not participate in the fall 1980 Life Skills Program.

As explained earlier, data from facilitators were collected in two ways; first, by mail and in person in site visits; second, in person at a feedback workshop held in Orlando on March 26 and 27, 1981, to which all facilitators were invited.

The instruments utilized in the study are the Life Skills Information Sheet, the Life Skills Interview Guide, the Supplemental Information Sheet, and the Behavioral Data Sheet. These instruments were designed to collect data on the experiences of the facilitators in delivering the Life Skills Overview Module in Florida correctional institutions during fall 1980. All instruments were developed by this grant staff for the purposes of this study. Copies of the instruments may be found in Appendix D.

The Life Skills Information Sheet was mailed with a cover letter to all individuals who had attended the Life Skills Facilitator Training in Orlando in June 1980. The purpose of this mail-out was to identify the facilitators who had delivered the Overview Module in the fall, inform them of the existence and purpose of this evaluation grant, obtain some preliminary information, and formulate an updated mailing list.

The Life Skills Interview Guide was used to conduct in-depth on-site interviews with the facilitators. The Interview Guide consisted of 52 questions coded for computer analysis. Additional comments were recorded for general information. Interviews were conducted on-site if possible. In a very few cases, data were collected by telephone. Facilitators were interviewed by one of the grant staff members during late February or early March. Interviews ranged in duration from 30 minutes to 3 hours, depending on how much available time the facilitator had and how much the facilitator chose to elaborate on these experiences. In many cases, the interview was the first opportunity the facilitator had had to share the successes and problems of the course with an interested listener.

The Supplemental Information Sheet was mailed in April to the same facilitators who were personally interviewed. This instrument consisted of only three questions which were designed to obtain more specific date on the following areas of facilitator experience: How much the facilitator enjoyed teaching the Life Skills course; how valuable the course was to the facilitator in developing new teaching skills; and what aspects of the learning experience were most important to facilitators.

Data from the Life Skills Interview Guide and the Supplemental Information Sheet were collected and coded for statistical analysis. Frequencies were computed on each variable using a subprogram of the Statistical Package for the Social Sciences (SPSS). Frequency distributions on averages were presented at the feedback workshop. These data appear on the following seven pages. Recommendations based on these data appear in the concluding section of this report.

The Behavioral Data Sheet was responded to by facilitators at the Feedback Workshop in February 1981. Fourteen Life Skills facilitators indicated how much of their total class exhibited an increase in fifteen behaviors considered highly adaptable. These data show marked increase in desirable observable behavior. A compilation of these findings appears on page .

Frequency Distributions or Averages

Life Skills Interview Guide

First we would like to ask you some questions about your background and training.

1. Name _____

2. What correctional institution are you serving? _____

3. What community college do you work for (name)? _____

4. What is your official position at the community college (title)? Comm Educ Instr (5); administrator (3); Adm/instr (4); full-time faculty (2); parttime/adjunct faculty (5)

5. What is your age? 41.0

6. What is your race?

17	White
2	Black
	Hispanic
	Other

7. Sex

14	Male
5	Female

8. What is the highest academic degree you hold?

3	BS or BA
11	MS or MA
2	Ph.D.
3	Other (Specify)

9. Have you taught courses in prison previously?

6	Yes, human relations courses
6	Yes, academic courses
10	No

10. Have you previously taught courses that were primarily experiential?

14 Yes 5 No

11. What was the main reason you decided to teach this course? (Interviewer should check one of the following).

1	Financial reward
13	General interest
2	Institutional pressures
1	Novelty
1	Job experience
1	Other (specify) _____

12. How much did you enjoy teaching this course?

15	Very much
4	Somewhat
0	Didn't enjoy it

13. What did you enjoy most about the course?

14	Interacting with students
	Use of new materials
1	Experience teaching in prison
2	Experimental course format
2	Students progress in class
	Additional income
	Relief from other duties
	Other (Please specify) _____

14. Did you attend the two-day training session in Orlando?

12 Yes 7 No

15. If yes, how would you evaluate the overall usefulness of the training session?

6	Very useful
6	Somewhat useful
	Not useful
	Does not apply

16. In terms of its length, would you say that the training session was:

1	Too long
7	About right
4	Too short
	Does not apply

17. In terms of its materials and methods, would you say that the training session was:

6	Exceptional
5	Adequate
1	Inadequate
	Does not apply

18. How would you evaluate the format of the training session?

8	Very good
4	Fair
	Poor
	Does not apply

19. Did you receive financial support from your community college to attend the training session in Orlando?

12 Yes
_____ No
_____ Partial
_____ Does not apply

20. How would you evaluate your experience teaching the Life Skills course in prison as a personal learning experience?

16 Very valuable
3 Somewhat valuable
_____ Not valuable

21. How would you evaluate this course as a learning experience for the students?

15 Very valuable
3 Somewhat valuable
1 Not valuable
_____ Don't know

22. In teaching Life Skills, what percent of each of the following methods did you use?

16.8 Didactic
36.4 Experiential
46.8 Discussion
100%

23. How were instructors from your community college recruited for the Life Skills program?

18 By the administration
1 Department heads
_____ Community education
_____ Other instructors
_____ Other (Please specify) _____

24. Who was responsible for supervising the Life Skills program at your community college?

Name _____

Position _____

Department _____

25. What department at your community college was responsible for directing the Life Skills program?

Department Vo-tech, adult ed 10
Community Ed 4
~~Student development 4~~
Public & industry services 1

26. Did your community college accept work in the Life Skills program as a credit course for the students ? (Please indicate course number).

7 Yes, transfer credit (Course # _____)
6 Yes, institutional credit (Course # _____)
6 No, non-credit

27. Has your college shown any interest in teaching Life Skills on campus?

4 Yes
5 No
10 Don't know

28. How supportive of the Life Skills program was your community college administration from your point of view?

17 Very supportive
1 Somewhat supportive
1 Not supportive
_____ Don't know

29. How many students were initially enrolled in your Life Skills course?

_____ (Number) Total: 351 Av: 18.5

30. How many students completed the course?

_____ (Number) Total: 238 Av: 12.5

31. How many of your students who enrolled in the course were in their first six months of their incarceration?

_____ (Number) Total: 38 Av: 2
9 Don't know

32. How many of your students who enrolled in the course had had some previous experience in a motivational program?

_____ (Number) Total: 86 Av: 4.5
5 Don't know

33. How would you rate the previous skill level of your students?

2 Good
6 Fair
7 Poor
2 Wide range
2 Don't know

34. What factors accounted for most of your dropouts? paranoia about course (3); work release (6); transfer (2); lack of interest (4); behavior problems (8); conflicting institutional assignments (5)

35. How did you deal with non-literate students?

3	No special method
2	Used only verbal exercises
	Used symbolizing exercises
5	Individual attention by instructor
4	Individual attention by other students
	Excluded non-literate from exercises
5	Other (Please specify) didn't have any

36. How many of the students enrolled in your course were:

	White	Total: 190 Av: 10
	Black	total: 131 Av: 6.9
	Hispanic)	total: 17
	Other)	
	Don't know	

37. How would you describe the motivational level of your class?

8	High
9	Moderate
2	Low

38. Was there a need for bilingual instruction in your course?

	Yes	19	No

39. Would you be interested in teaching this course again?

17	Yes	1	No	don't know 1

40. If you did not attend the training session did you receive some other kind of training?

3	Yes
5	No
11	Attended training

41. If yes, what kind of training was it? DOC orientation 1
institutional orientation 2

42. Was this training adequate?

3 Yes
____ No
____ Does not apply

43. Were you the only instructor in your course or did you have an assistant or co-instructor?

17 Only instructor
2 Had assistant or co-instructor

44. Generally, how would you evaluate the instructional material for the course?

11 Very good
7 Good
1 Fair
____ Poor

45. Estimate how much of the materials you used in each category for each unit.

Average:	Provided: Essential Materials	75.5%	Personal: Suggested Materials	24.5%	Your Own Materials	
Unit 1	_____	+	_____	+	_____	= 100%
Unit 2	_____	+	_____	+	_____	= 100%
Unit 3	_____	+	_____	+	_____	= 100%
Unit 4	_____	+	_____	+	_____	= 100%
Unit 5	_____	+	_____	+	_____	= 100%
Unit 6	_____	+	_____	+	_____	= 100%
Unit 7	_____	+	_____	+	_____	= 100%

46. Did you use the assessment instrument that was provided?

18 Yes
1 No

47. Did you have a graduation ceremony at the conclusion of your course?

15 Yes
4 No

48. Had you taught a Life Skills class previous to this one?

5 Yes
14 No

49. What day and time did you teach the Life Skills class last fall?

once per week: 15 more than once per week: 4

50. How long was each session? _____

51. Did you use the certificates for those who completed the course?

15 Yes
4 No

52. What should be the future direction of the Life Skills program?

_____

_____

BEHAVIORAL DATA SHEET

COMPILATION OF TOTAL RESULTS OF THE STUDY

For each of the following behaviors, indicate the percentage of your total class that showed an increase in each behavior:

%

32 Grooming

78 Eye contact

75 Self-disclosure

71 Active listening

58 Appropriate expression of feelings

59 Reports of appropriate goal setting

71 Arriving on time

66 Showing interest in an additional class

61 Wanting to discuss personal issues with instructor or group members

66 Interaction with other than only closest friends

83 Class participation

67 Empathy

50 Wanting to maintain contact after course is over

23 Creative self-expression through poetry, art work, music, letters, etc.

69 Responding with less hostility

Your Name: _____

Correctional Institution Served: _____

RESULTS OF THE RESEARCH STUDY

The results of the research study are suggestive but not conclusive. Two limitations must be noted, however. In the first place, the conclusions drawn from this study are suggestive only due to the small number of subjects (facilitators) participating in the Life Skills Program. The typical problem involved in most studies such as this is the inability to generalize to a larger population. That is not the problem here. The Life Skills Program is an experimental program and, therefore, there is no larger population from which our subjects were sampled. A second limitation in this study is the inability to control for the effects of potentially intervening variables. Several factors appeared to be related to the outcome variables and, given the small number of subjects available for the study, it was not possible to isolate the effects of the different factors.

Despite these limitations, several conclusions may be drawn. First, there was a generally high level of satisfaction reported by instructors participating in the Life Skills Program. Although the participants came from a variety of educational, personal and social backgrounds, there was an almost unanimously high degree of satisfaction reported. This is a finding of considerable significance, given the difficulties encountered by individual participants who experienced varying degrees of institutional support, isolation from colleagues and the problems of teaching in a correctional institutional environment.

Second, there were several individual factors related to the perceived success of the Life Skills instructors. The first of these was previous experience teaching in a prison. Almost all of the respondents who reported exceptionally favorable experiences in connection with the program had not taught in prisons prior to their experience in the Life Skills Program. This outcome was something of a surprise to the authors of the study. It was anticipated that previous teaching experience in a prison would be useful in anticipating and overcoming the inherent difficulties of prison teaching. It was also anticipated that instructors without previous experience would have a harder time adjusting to the prison environment and be less resourceful in dealing with institutional problems when they developed. The expectations certainly were not confirmed in the results of the study.

There may be several reasons for this unanticipated outcome. First, the new experience of teaching in a prison may have been an unusually challenging experience for the instructors. The contact with uniquely different student population may have stimulated new instructional approaches and demanded more involvement than working with more traditional student populations. Second, instructors without previous experience

may have anticipated more problems in dealing with prisoners and prisons than they actually encountered. This may have also made the instructors' experience more rewarding than they anticipated.

A second variable associated with positive outcomes was the sex of the instructor. Female instructors were disproportionately represented among the participants who reported positive experiences in connection with the Life Skills Program. There is no obvious explanation for this outcome, although there are a variety of possible reasons for this finding, all highly speculative. The most important problem in explaining the effects of sex on the success of the instructor is the small number of participants in the study. Without a larger number of participants it is not possible to control for extraneous factors that might confound the relationship between sex of instructor and the success of the program. This was a particularly troublesome problem with this study because the sex of the instructor was also related to the previous experience of the instructor. In other words, the female instructors in the study were much less likely than the male instructors to have had previous teaching experience in a prison environment. Given the small number of participants in the study, it was not possible to examine the independent effects of sex and previous experience.

A third factor associated with success of the program was the degree of institutional support available. Participants in the program who did not report difficulties with prison officials reported more success with the Life Skills Program than those instructors who reported some kinds of problems with prison officials. Unfortunately, this factor was also associated with the previous experience and the sex of the instructor. Therefore, an analysis of the separate contribution of institutional support to the success of the program was not possible. However, there are obvious reasons to assume that institutional support may be a critical factor in determining the success or failure of this kind of program. Even given the rather tentative findings of this study, there is reason to believe that the successful coordination of educational personnel and prison officials should be a high priority in future programs.

The last variable that was associated with positive outcomes in the study was the level of student motivation. Instructors who felt that their students were highly motivated also reported a higher level of positive outcomes in the program.

To recapitulate, the instructor-participants in this study of the Life Skills Program reported very favorable experiences with the program. Four variables seemed to be particularly related to a successful program: Previous teaching experience in prison, sex of instructor, degree of institutional support, and level of student motivation. Given the small number of participants in the study, it is not possible to analyze the independent contribution of any one of these variables to the success of the Life Skills Program.

CONCLUSION & RECOMMENDATIONS

Feedback from instructors was obtained via three methods; questionnaires, on-sight interviews and conference participation. Included here is a summary of all the feedback coupled with action oriented plans for further movement of the program.

All participants questioned found the program to be valuable to both the students and themselves. Each instructor wanted to find ways to insure the continuation of the Life Skills Program and concept. This in itself is an impressive result.

Using this result as a foundation, recommendations were made in the areas of issues relating to inmates, and action relating to correctional institutions. In reviewing these recommendations, it is important to remember that the viewpoint they are offered from is the community college instructor entering the state correctional facility to instruct a class of DOC inmates. A copy of some suggested actions based on statements made at the facilitators' workshop is included in Appendix E.

Recommendations Relating to Community Colleges and Their Role In the Life Skills Program:

1. That a training center, clearinghouse and liason office be provided for and housed in a community college. The first purpose of this office would be to serve as a training area for all instructors teaching Life Skills. As earlier noted, the experience of teaching in a prison setting is a growthful one. Some special orientation to the unique aspects of this environment was supported. A training office would orient instructors in delivering experiential methodology, overviewing program objectives and effective utilization of materials provided by the DOC.

A second purpose of the office would be to monitor on a regular basis how each community college is delivering the course, passing that information along to others in need of it and coordinating information to make the statewide effort cohesive and smooth.

The third purpose of the office is to pass along information from the DOC Tallahassee office to community college instructors and administrators. This office would assist in developing an accessible, functional communication channel that does not exist presently.

2. That a new orientation program be conducted for all local correctional staff. Emphasis should be given to creating institutional

ownership and responsibility for the program. At least two designated staff should be responsible for institutional coordination of the Life Skills Program. Most instructors strongly advocate immediate 'staff training'. This would be Life Skills classes for staff covering the same material as the inmate classes. Experimentation that had been done in this area was met with favorable results.

3. That the Department of Corrections develop and adopt a clear policy statement on the worth of Life Skills participation as it relates to gain time.

4. That the Life Skills modules be expanded as planned. Each area in the Overview Module should be developed into a comprehensive course. Reinforcement of new behaviors through follow-up courses is seen as essential. All materials should be revised periodically to insure freshness, goal achievement and relateability. Successive modules should incorporate more handouts and worksheets.

In conclusion, these recommendations were offered with the utmost support for Life Skills Program by community college instructors, Life Skills Task Force members and project staff.

BUDGET SUMMARY

The budget of $13,375 was funded to develop and carry out an evaluation of the experience of community college staff who served as facilitators of the Life Skills courses held in major Florida state correctional institutions in Fall 1980. The subcategories, as approved originally, were as follows:

Personnel	$10,875
Travel	$ 2,000
Other expenditures	$ 500

One budget amendment was submitted which transferred the $500 for Other Expenditures (printing) to Travel to cover additional trips the project staff have made and will make in disseminating the results of the project. Printing of the Final Report for dissemination will be done at the Department of Vocational Education in Tallahassee.

A general statement of the subcategory expenditures is as follows:

The Personnel budget covered salaries for the project director, $1,000; the project manager, $5,000; the project assistant manager, $3,375; research consultant, $500; and secretarial services, $1,000.

The Travel budget was spent in making site visits to thirteen community colleges in the state, in travel to planning and evaluation meetings of the Life Skills Task Force, and to the Feedback Workshop.

APPENDIX A

LIFE SKILLS TASK FORCE POSITION PAPERS

Florida Department of Corrections
Life Skills Program

Considerable funds and resources are directed into efforts at institutions in the Florida Department of Corrections to provide "human relations" training for inmates. A joint Department of Corrections and Division of Community Colleges Task Force was appointed to assess problems and recommend solutions to resolve problems of widely varying, unarticulated human relations efforts. The Task Force has identified problems related to these human relations efforts:

- There is no consistent Departmentwide human relations program.
- There are no specific guidelines for the development or operation of human relations programs.
- There is no unifying philosophy or theory for existing human relations training efforts.
- Human relations training episodes come and go. Some institutions have a high level of such effort while others have little or none.
- Attempts to empirically evaluate such programs have relied on questionable dependent variables and have used questionable field research methods.
- Content is widely varied ranging from intensive encounter type sessions to "great books" studies.
- The funding base for such programs has been a shifting patchwork of declining general revenue funds, fee waivers, service contract swaps, small grant funding, volunteer time, and so on.

To resolve these problems, the Task Force adopted the "life skills" approach to human relations training. Based on social learning theory, life skills such as goal setting, listening, finding a job, problem solving, establishing supportive relationships, and many others, are identified and taught using discovery and experiential methods.

The Task Force identified eight principles to guide the development of the "Life Skills Program."

1. The program is based on the principles of social learning theory that individuals can and do interact with their environment to benefit both themselves and their communities.

2. The program is ultimately intended to reduce recidivism, but reduced substance abuse, improved social relationships, improved problem solving ability, improved self-concept, and other such effects would justify the program.

3. The program is intended for all incarcerated individuals with the exception of those who for security, disciplinary, or psychological reasons cannot participate.

4. The program has seven district target groups with different needs. For example, the needs of an inmate entering a prison facility are very different from an inmate approaching release from a community correctional center's work release program.

5. The program has seven integrated content episodes, one for each of the seven target groups.

6. Community college instructors trained in the social and behavioral sciences are providers of the Life Skills Program.

7. The program is ideally offered as non-credit college courses.

8. Full implementation of the program will involve 20,000 inmates in 76 prison facilities and 28 community colleges.

The Task Force also set priorities.

1. Focus first on the needs of inmates in the major prison facilities, starting with inmates who are in their first six months of incarceration.

2. Write a standardized content manual which includes objectives, content suggestions and options, and methods of evaluating learning.

3. Field test the manual to determine the adaquacy of the content and the ability of the inmates to learn the indicated life skills. Identify and resolve administrative problems and test the materials with youthful offenders, women offenders, and offenders in higher security prisons in different Departmental regions.

The current status is that the first draft of a content manual for the "permanently assigned" target group has been filed tested. Four correctional institutions and the community colleges which serve them have participated in the field test.

Several results and benefits are considered important.

- Determine how well the Program can adhere to the eight principles outlined by the Task Force. Community colleges approach their decision according to a number of influences, so some colleges have to offer the content for college credit. The program is intended for all inmates, but some may have to be excluded for yet undefined reasons. Whether or not instructors can effectively execute the experential and discovery methods indicated by social learning principles is also important.

- Determine if uniform Life Skills Program content can be successful in four different correctional institutions. The proposed content has uniform objectives. It is expected that instructors will be able to use the material effectively and be able to agree on appropriate revisions.

- Determine and resolve administrative problems. Scheduling, funding, inmate attendance, inmate absenteeism, classroom distractions due to noise, heat or other annoyances, public and political sentiment and other such factors will be assessed to determine the administrative viability of the program.

- Determine if the content is applicable to different demographic groups of offenders. The appropriateness of the objectives and content will be assessed for youthful offenders, women offenders, and older, medium risk inmates.

- Determine if inmates can learn the indicated life skills. Assessments will be made for each life skill as well as the overall content objectives.

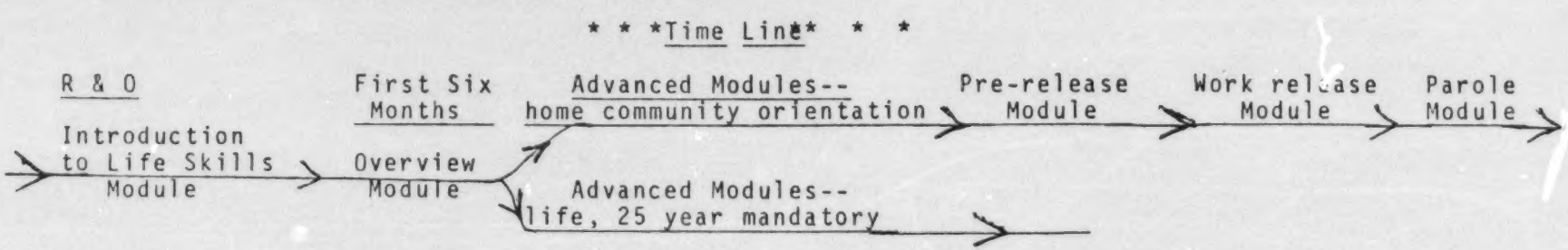
- Orient a core of instructors in the principles and methods of Life Skills Training. The field test instructors are expected to be important in training other instructors as more components of the Life Skills Program are implemented.

- Print a revised Content Manual. The educators who devised the manual feel revisions are necessary. A final version of the manual will be printed for widespread implementation.

Life Skills Task Force
Meeting in Tampa, Fla.
May 22-23, 1980

DIAGRAMS OF THE TOTAL LIFE SKILLS PROJECT

* * *Time Line* * *



* * *Phases of the Program* * *

Probation

Under supervision in community or probation/restitution center: 40,000 persons
Emphases--
1) second chance
2) preventative
3) community coping

I. R & O

Introduction
1 wk-6 wks
Emphases:
1) survival
motivation
adaptation to prison
problem solving
SECTION IV in life skills list
600 persons/month; 80% first commitments
2 female units
1 adult male
1 youthful male

II. OVERVIEW

Done!!

III ADVANCED

a. short range: home orientation

b. long range: prison orientation

Life Skills List--
Sections I,II,III in depth; Section IV in depth

(possibly several modules)

IV. PRE-RELEASE

Prior to release on parole, MCR or probation or expiration of sentence

Life Skills List--Section V

V. WORK-RELEASE

CCC or adjustment centers
Life Skills list:
Section V
plus

work with family, volunteer support groups, community agencies, churches, probation & parole officer

VI. PAROLE

Same as probation
6000 persons; average 25mos.

APPENDIX B

DATA ON FACILITATORS

List of Facilitators

REGION I

Apalachee Correctional Institution
Brenda Evans
Chipola Community College
College Avenue
Marianna, FL 32446

Apalachee Correctional Institution
Gerry Brunson
Rt 3, Box 103
Marianna, FL 32446

River Junction Correctional Institution
Ed Baxter
Staff Development
Florida State Hospital
P.O. Box 1000
Chattahoochee, FL 32324

REGION II

Baker Correctional Institution
Glen Khachigan
1044 Grandview Avenue
Lake City, FL 32055

Cross City Correctional Institution
Leonard Roberts
1225 SW 1st Avenue, #323
Gainesville, FL 32601

Florida State Prison
Eugene Folsom
383 W. Washington Street
Starke, FL 32091

Lancaster Correctional Institution
Mike Bedinger
4143 NW 12th Terrace
Gainesville, FL 32601

Lawtey Correctional Institution
Don Mott
Santa Fe Community College
P.O. Box 1530
Gainesville, FL 32602

Baker Correctional Institution
Stephen Anderson
P.O. Box 2174
Lake City, FL 32055

REGION II (Continued)

Lawtey Correctional Institution
Karen Leathers
Santa Fe Community College
P.O. Box 1530
Gainesville, FL 32602

Reception & Medical
Al Dana
Lake City Community College
Lake City, FL 32055

Union Correctional Institution
Bob Collins
Lake City Community College
Lake City, FL 32055

REGION III

Brevard Correctional Institution
Vernon Jansen
P.O. Box 2098
Titusville, FL 32780

Florida Correctional Institution
Roxanne Miller
1007 NE 17th Avenue
Ocala, FL 32670

Marion Correctional Institution
Paul Waugh
16 NE 39th Place
Gainesville, FL 32601

Sumter Correctional Institution
W. Mullen
Lake-Sumter Community College
5900 U.S. 441, South
Leesburg, FL 32748

Mike Sheets
St. Rt. 1, Box 442
Eustis, FL 32726

List of Facilitators (Continued)

REGION IV

Broward Correctional Institution
Bobbie Jackson
Broward Community College
(South Campus)
7200 Hollywood Blvd.
Pembroke Pines, FL 33024

Dade Correctional Institution
Berndt Noah
Miami-Dade Community College
South Campus/District Administration
11011 SW 104th Street
Miami, FL 33176

Glades Correctional Institution
Sandy Richmond
1959 Stallion Drive
Loxahatchee, FL 33470

Lloyd Spiro
Belle Glade Campus
1977 College Drive
Belle Glade, FL

Indian River Correctional Institution
Chuck Kitzmiller
Indian River Community College
3209 Virginia Avenue
Fort Pierce, FL 33450

David Thompson
Indian River Community Mental Health Center
800 Avenue H
Fort Pierce, FL 33450

REGION V

Avon Park Correctional Institution
Gene Statler
South Florida Community College
600 West College Drive
Avon Park, FL 33825

REGION V (Continued)

Avon Park Correctional Institution
John Wilkes
South Florida Community College
600 West College Drive
Avon Park, FL 33825

DeSoto Correctional Institution
Bill Locke
1601 9th Avenue
Sebring, FL 33870

Joseph Clayton
530 Lime
Sebring, FL 33870

Hendry Correctional Institution
Levada Baggett
Immokolee Middle School
Immokolee, FL 33934

Hillsborough Correctional Institution
Paul Cultrera
Manatee Junior College
P.O. Box 1849
Bradenton, FL 33506

Jim Brown
Manatee Junior College
P.O. Box 1849
Bradenton, FL 33506

Zephyrhills Correctional Institution
Mike Rom
Pasco Hernando
2401 State Highway, 41 North
Dade City, FL 33525

Probation and Parole
Saint Elmo Cherry
Santa Fe Community College
P.O. Box 1530
Gainesville, FL 32602

Brevard Community College

Vern Jansen taught Life Skills in the fall at Brevard Correctional Institution. His first class consisted of 20 youthful offenders. Brevard Community College offers the course through their Continuing Education Department for non-credit. Vern is currently teaching his eighth course on a 3 hours a day, 3 times a week, 5 weeks schedule.

Broward Community College

Bobbie Jackson was the Life Skills facilitator in the fall at Broward Correctional Institution. There were 26 women in her fall class which met for one evening a week for 15 weeks. Bobbie is currently teaching another Life Skills class at Broward Correctional Institution. Life Skills is being offered for transferable credit through Student Development.

Central Florida Community College

Roxanne Miller has been teaching the Life Skills Program at Florida Correctional Institution. She has taught several sections with enrollment averaging 30 women per section. She has offered the class in a variety of time schedules - morning, afternoon and evening, all twice a week for 9 weeks.

Paul Waugh is delivering the program at Marion Correctional Institution. He is currently offering his second course.

Central Florida Community College offers Life Skills through their Community Services Department for non-credit.

Chipola Community College

Brenda Evans had a class of 22 men during the fall at Apalachee Correctional Institution. The course is offered for transfer credit through the Vocational Education Department at Chipola. The course was offered one evening a week for 15 weeks. Brenda is currently teaching a second course. This time she is working with a co-instructor, Gerry Brunson, and both find it working better.

Edison Community College

Lavada Baggett taught Life Skills in the fall to a class of 15 inmates at Hendry Correctional Institution. The course was offered for non-credit through the Community Education Department at Edison. Lavada taught the course one evening a week. The course is currently not being offered at Hendry Correctional Institution.

Indian River Community College

David Thompson and Chuck Kitzmiller are teaching a combination of Life Skills and Employability Skills at Indian River Community College. They are currently teaching their fourth course to youthful offenders on a 8:00 a.m. - 12:00 noon - 2 week schedule. This credit course is being offered through the Public and Industry Services Department at Indian River Community College.

Lake City Community College

Lake City Community College has delivered the Life Skills Programs to several institutions. They offer the course for institutional credit through the Career Education Division. A list of facilitators, schedules and institutions served follows:

NAME	CLASS SIZE	CORRECTIONAL INSTITUTION	WHEN OFFERED
Mike Bedinger	16	Lancaster Correctional Institution, first offenders	Once a week, evenings fall class current class
Bob Collins	20	Union Correctional Institution (UCI)	Twice a week, evenings
Al Dana	14	Reception & Medical Center, permanently assigned inmates	Once a week, evenings
Glen Khachigan	14	Baker Correctional Institution	Twice a week, evenings
Len Roberts	14	Cross City Correctional Institution	Once a week, evenings

Lake Sumter Community College

Mike Sheets is delivering the Life Skills Program in both Lake Correctional and Sumter Correctional Institutions. He has delivered several courses in various time schedules. Those schedules run the gamut from morning to evening, twice a week. Life Skills is being taught as a credit course through the Co-operative Education Department at LSCC.

Manatee Junior College

Paul Cultrera delivered the Life Skills Program to 21 youthful offenders at Hillsborough Correctional Institution. The course was scheduled one evening a week for fifteen weeks. Life Skills was offered for transferable credit through the Co-operative Education Department. The program is currently being offered at Hillsborough Correctional by a co-worker of Paul's.

Palm Beach Junior College

Sandy Richmond taught Life Skills to a class of 17 staff members at Belle Glade Correctional in the fall. The course was offered through the Community Education Department and was a non-credit offering. The course was offered two afternoons a week for 7½ weeks. Sandy is currently preparing to do a similar course for staff members at Lantana. Lloyd Spiro began teaching Life Skills Overview to inmates at Belle Glade Correctional winter semester.

Santa Fe Community College

Saint Elmo Cherry taught Life Skills in the fall to a co-ed group of 14 probation and parole students. This credit course was taught one evening a week for 15 weeks.

Don Mott was the Life Skills facilitator during fall semester for fourteen inmates at Lawtey Correctional Institution. The schedule was one evening a week for fifteen weeks. Both courses were taught for transfer credit through the Human Services Program at SFCC.

Currently Santa Fe is continuing to offer the course at Lawtey Correctional Institution through the Community Education Department. Karen Leathers is the current facilitator.

South Florida Junior College

Gene Statler taught Life Skills in the fall at Avon Park Correctional Institution. The course was offered as credit through the Vocational, Technical, Adult Education Department. Gene taught the course one evening a week for fifteen weeks. There were seventeen class participants.

Tallahassee Community College

Ed Baxter taught Life Skills during fall semester to a class of 18 inmates at River Junction Correctional Institution. The program is being offered non-credit through the Community Education Department at TCC. The course was offered one evening a week for 15 weeks. Ed is currently facilitating a second Life Skills class.

SANTA FE COMMUNITY COLLEGE
POST OFFICE BOX 1530
3000 N W 83 STREET
GAINESVILLE, FLORIDA 32602

OFFICE OF STUDENT DEVELOPMENT

APPLIED BEHAVIORAL SCIENCES
904/377-5161 Ext. 221

December 15, 1980

Dear Life Skills Facilitator:

We are writing to notify you that we here at Santa Fe Community College have been contracted through Vocational Education funds to evaluate the Life Skills training that community college instructors were given last June and to coordinate the delivery of the courses you are now facilitating in Florida penal institutions. We want to know how you are doing and to be of help if you need us.

Our plans are to make a site visit in January or February to each community college that is serving an institution. We will be available to you for consultation and will also be collecting data from you on your experience. Data will be organized and incorporated into a written report describing the experiences of working with incarcerated persons. We exist as a support system and information center for the network of Life Skills facilitators throughout the state. We will be hosting a workshop, tentatively planned for late March, to provide a time and setting that facilitators can gather to share experiences and review curriculum and materials.

We will be contacting you early in the year to set up site visits. Enclosed is an information sheet that will inform us as to what is currently taking place with Life Skills. Please return that to us no later than January 3. One of the things we hope to eventually do is to set up a common course number for Life Skills across the state.

Any of the three of us can be reached by calling Santa Fe Community College: 904/377-5161, ext. 221. We look forward to our continuing contact with you.

Sincerely,

Lu Ramey, Grant Director

Pat Korb, Grant Coordinator

Karen Leathers, Grant Associate Director

December 1980

Life Skills Information Sheet

Name _____

Community College _____

Mailing Address _____

What penal institution(s) are you serving? _____

_____

During what term (or time period) have you facilitated a Life Skills course? _____

Was the course credit or non-credit? _____

What was the course number and title? _____

_____

How many students enrolled? _____

How many students finished the course? _____

What plans does your college have for teaching Life Skills during winter term? (Who will facilitate, where, under what course number, credit or non-credit, etc.) What particular problems are you experiencing in delivering the course? _____

_____

_____

_____

_____

_____

_____

_____

_____

Please list any other Life Skills facilitators at your college so that they can be added to our mailing list (name, address, and when he/she taught Life Skills):_____

_____

_____

In the space below, please add any additional information you would like to share with us. We want to hear your successes as well!

Please return by January 3rd to:

Lu Ramey
Life Skills Project Associate Director
Santa Fe Community College
Post Office Box 1530
3000 N.W. 83rd Street
Gainesville, Florida 32602

APPENDIX C

FEEDBACK WORKSHOP DATA

MARCH 26, 27, 1981

Life Skills Facilitators Workshop
March 26, 27, 1981
Orlando, Florida

PLANNED AGENDA

Thursday, March 26

9:00 a.m.	Introductions and Announcements History and Perspectives Division of Community Colleges: Dave Ehlert Department of Corrections: T.P. Jones
10:00 a.m.	Debriefing Session
10:50 a.m.	Break
11:00 a.m.	Reports from the Debriefing Session Designating of Major Issues
Noon	Lunch
1:30 p.m.	Scope of Life Skills Project: Pat Korb, Santa Fe Community College, Task Force Member
2:00 p.m.	Critical Issues Session I
3:00 p.m.	Break
3:10 p.m.	Critical Issues Session II
After 4:15 p.m.	Free for Special Activities

Friday, March 27

9:00 a.m.	Greeting: Paul Cultrera, Manatee Junior College, Task Force Member
9:30 a.m.	Swap Shop Session
11:00 a.m.	Break
11:15 a.m.	Research Report: Evaluation of Training - Pat Korb, Lu Ramey, Karen Leathers, Santa Fe Community College
Noon	Lunch
1:30 p.m.	Futures for Life Skills: Task Force Members
2:15 p.m.	Closing Remarks: T.P. Jones and Dave Ehlert
2:45 p.m.	Close

SANTA FE COMMUNITY COLLEGE
POST OFFICE BOX 1530
3000 N.W. 83 STREET
GAINESVILLE, FLORIDA 32602

April 13, 1981

OFFICE OF STUDENT DEVELOPMENT

Dear Life Skills Facilitators and Task Force Members:

Enclosed are summary materials from three different group sessions: 1) Life Skills materials (unit by unit); 2) Problem areas/issues; and 3) Action plans for problem areas/issues.

Much good sharing resulted from this conference. Not only were questions formulated, but in many cases, answers and action plans were formulated! Each of us will be struggling with some of these questions as we return to our local sites; however, we know, as a result of this conference, that efforts are being made to work out the problem areas. The conference truly was a linking process, drawing on the knowledge and experience of many.

We hope to see you all again in the not too distant future!

Sincerely,

Luellen Ramey

Luellen Ramey, Grant Director

Pat Korb

Margaret P. Korb, Grant Coordinator

Karen Randell Leathers

Karen Leathers, Grant Assistant Director

Overview Module - Unit by Unit Feedback

Unit I - Understanding Life Skills

Exercise 1:

1. "Refiners Fire"
   - Needs some explanation to the class
   - Classes get different interpretations from it
   - Sometimes two viewings are needed
   - Understood better later in the course
   - Facilitator preparation needed to guide constructive discussion

2. "Name Game"
   - Generally good response
   - A little too "upbeat" for some instructional styles

3. "List Life Skills"
   - O.K.
   - Used on an overhead projector helps
   - The word inmate can be offensive
   - Some facilitators build their own list with the class before showing or referring to this list
   - Can be called a Survival List

4. "Introducing Life Skills"
   - Generally used as a handout
   - Overhead projector

5. "Group-Conversation: Discussion Starters"
   - Most facilitators don't use this exercise, the one's that do find it generally good

6. "Relating Personal Experiences"
   - Favorable reaction from the facilitators using this exercise. Only about half had used it

7. "Ten Stages of Grief"
   - Questionable value, sequencing odd, just doesn't fit for most instructors

Unit II - Self Introduction

Exercise:

1. "Peter-Paul: Getting Acquainted"
   - Many facilitators use this with good results. They do however use it in Unit 1, oftentimes

Unit II - Self Introduction (Continued)

2.	"Coat of Arms"	- Very positive, widely used
3.	"Coat of Arms"	- Very positive, widely used
4.	"Rosebush Identification"	- When used these exercises are modified. Some facilitators accompary them with music they bring in - The verbage is changed to bring it more to participants level
5.	"Fantasy Journeys"	- Often there is not room to fully relax - Some imagery and relaxation training seems necessary before these fantasies can be really effective - Many students resistant to closing their eyes, etc. - Several facilitators bypass these exercises
6.	"Circles of Privacy"	- Those that use this do get good results - Variations of this exercise are often developed based on the group atmosphere
7.	"Who Are All Those Others? And What Are they Doing In My Life"	- Generally an excellent exercise
8.	"My Declaration of Self Esteem"	- Often zeroxed, passed out, read and reacted to with good results
9.	"People and Experiences That Made Me Me"	- Often used with positive results - Some shift and use this in the Values Clarification unit
10.	"It Takes Courage to Grow"	- Some feel this is inappropriate and don't use it. Some use it with positive results. Most instructors don't use it
11.	"Every Person's Bill of Rights"	- Generally used and produces controversy and discussion among group members

Unit III - Self Assessment

Exercise:

1.	"A High Score: Two Dozen Things I Like to Do"	- Widely used with good results
2.	"Values Love List"	- Widely used with good results
3.	"Discoveries"	- Several people don't use this - Those that do may use it throughout the curriculum
4.	"Incomplete Value Sentences"	- Widely used with good results
5.	"Values Auction"	- Widely used with excellent results
6.	"Is It Always Right to Be Right"	- Generally used and generally liked
7.	"Walls and Walls"	- Generally used and generally liked - Needs explanation before and after
8.	"Irrational Ideas/Rational Alternatives"	- Highly dependent on group attitude, needs alot of background information - Takes skill to process so that the group understands
9.	"Decision Making Strategies"	- Facilitator's manual needs more information and description of the model - Generally used with good results - Suggested for a later unit
10.	"Short Term Goal Setting"	- Generally favorable reaction, suggested for a later unit
11.	"R.I.P."	- Moderately used but those that use it find it good with interesting results
12.	"Zones of Awareness"	- Generally not used - Better alternatives suggested
13.	"Six Ways That I See Myself"	- Used with positive response - Suggested to limit exercise to three ways instead of six
14.	"Basic Preferences"	- Not used, doesn't seem to fit here

Unit III - Self-Assessment (Continued)

15. "Epitaph"
- Seldom used but those that use it find it good

Unit IV - Communication Skills

1. "Walls and Walls"
- Generally used and generally liked
- Needs explanation before and after

2. "Communication Process Model"
- Good to excellent reaction among instructors
- Needs alot of role modeling
- Facilitator's manual needs more information and explanation

3. "A Value Dyadic Encounter"
- Those who have used it have experienced problems

4. "Rumor Clinic: A Communications Experiment"
- Frequently used with good results

5. "The Robbery - Pass it On"
- Used frequently with good results

6. "Communications Successes and Failures"
- Stimulates good group discussion
- Careful processing needed

7. "Conditions Which Hinder Effective Communication"
- Often passed over, but when used it gets a favorable reaction

8. "Role and Reversal"
- Mixed reactions
- Often used with alot of variation

9. "Thinking and Feeling"
- Valuable information
- Needs to be presented in a much more interesting way
- Mixed reactions from facilitators

10. "Feeling Words"
- Mixed reactions, from great to negative

11. "Collage of Feelings"
- Generally unused
- Where used it has good results and involves the group well

12. "Feeling and Content: Dear Abbie"
- Fair to good reactions from facilitators

13. "Paraphrasing and Direct Restatement"
- Used often and students like it

Unit IV - Communications Skills (Continued)

14. "Reflection of Feelings"	- Mixed reactions - Difficult for students
15. "Nonverbal Communication: A Collection of Activities"	- Excellent exercise and excellent results
16. "Nonverbal Communication: A Collection"	- When used this exercise is often modified, results are good
17. "Strategies of Changing: A Multiple Role Play"	- Seldom used, when used this exercise has good results - Modified by having students conduct the exercise
18. "Not Listening: A Dyadic Role Play"	- Generally unused

Unit V

1. "Group-on-Group: A Feedback Experience"	- Often used with reactions varying from mixed to extremely positive
2. "Young/Old Woman: A Perception Experiment"	- Reactions to this varied drastically. Some facilitators said its terrible and never use it and many thought it was an excellent stimulus
3. "One Way - Two Way: A Communications Experiment"	- When used there are generally favorable reactions
4. "Broken Squares: Nonverbal Problem Solving"	- Varied reactions to this one: many think it is excellent, some think it's too hard for students and some think it's too much preparation for instructors
5. "Changing Questions to I Statements"	
6. "I Have To - I Won't	- Many facilitators dislike this set of exercises
7. "I Can't - I Won't	- Some use them with good results
8. "Statements: It-You-We-I"	

Unit V (Continued)

9.	"Communications Process Model"	- See previous unit
10.	"Is It Always Right to be Right"	- See previous unit
11.	"Isolation"	- Used moderately with mixed reactions
12.	"Attributes of Stereotypes"	- Used often with excellent reactions
13.	"Anonymous Problems"	- When used the facilitators find it beneficial and helpful in giving insight to compound life
14.	"Interpersonal Communication Inventory"	- Seldom used

Unit VI

1.	"Decision Making Strategies"	- See previous unit
2.	"Central Values"	- Seldom used, repetitive
3.	"Force Field Analysis of Goal Behavior"	- Manual needs clearer explanation - Hard for students to understand - Works well if the time is taken for thorough understanding
4.	"Teach a Life Skill"	- Difficult to use - Must push students - Worth the hard work
5.	"List Life Skills"	- See previous unit
6.	"Bring Along a Friend"	- Suggested to move to Unit 7 - Institutional support is critical
7.	"Guidelines for Setting Long Term Goals"	- Used often with good results
8.	"The Refiner's Fire"	- See previous unit
9.	"Kurt Lewins, Force Field Analysis"	- Not used because the materials were presented earlier

Unit VI (Continued)

10. "Brainstorming: A Problem Solving Activity" - Out of sequence, brought in earlier

Unit VII

1. "The Giving Tree" - Mixed reactions from poor to excellent
2. "Wrap-Up" - Often used, generally favorable reactions
3. "Six Ways That I See Myself" - See previous unit
4. "The Gift of Happiness - Experiencing Positive Feedback" - Generally not used but the facilitators that use it think it is a wonderful wrap-up

Some Additional Exercises, Techniques, Etc.

Films:

-"How We Become Ourselves" - introduction to personality development
-"Men's Lives" - how males are enculturated
-"Communication Skills" - slides
-"Gestures, Expressions & Body Language" - slides
-"Teacher Effectiveness" - Teaches listening skills
-"Prejudice & Perceiving" - film with Ed Asner
-"Bill Cosby on Prejudice" - film
-"Eye of the Beholder" - film
-"What You Are is Where You Were When" - 2 hour video

Exercises:

-"Survival List" of skills needed for effective living
-"Animal Identification" - what kind of animal and why they would be that animal
-Imagery Practive before fantasies - Pfeifer & Jones 'Lemons Balloons & Books'
-"Share Nonverbally How Your Day Went"
-From magazines cut and past on a sack outward pictures of yourself. Inside the sack past inward pictures of who you really are
-Life is a B-I-T-C-H
-"Relaxation Response"
-"Erroneous Zones" -Dyer
-"The Trial" - set up characters, write script, pick director and present to guests at the end

Ideas:

- Covered dish supper at the end
- Invite other classes from Community College in for the wrap-up
- Have in Rotary Speakers, community leaders, etc.
- Present life histories of inmate success stories
- Bring in music
- Big Mac's at graduation
- Have students present poems, songs, etc. at graduation
- Use certificate of completion Community College in addition to regular Life Skills certificate
- Invite your college administrator's to graduation

APPENDIX D

RESEARCH INSTRUMENTATION

Life Skills Interview Guide

First we would like to ask you some questions about your background and training.

1. Name _____

2. What correctional institution are you serving? _____

3. What community college do you work for (name)? _____

4. What is your official position at the community college (title)? _____

_____

5. What is your age? _____

6. What is your race?
   _____ White
   _____ Black
   _____ Hispanic
   _____ Other

7. Sex
   _____ Male
   _____ Female

8. What is the highest academic degree you hold?
   _____ BS or BA
   _____ MS or MA
   _____ Ph.D.
   _____ Other (Specify)
   _____

9. Have you taught courses in prison previously?

   _____ Yes, human relations courses
   _____ Yes, academic courses
   _____ No

10. Have you previously taught courses that were primarily experiential?

    _____ Yes _____ No

11. What was the main reason you decided to teach this course? (Interviewer should check one of the following).

    _____ Financial reward
    _____ General interest
    _____ Institutional pressures
    _____ Novelty
    _____ Job experience
    _____ Other (specify) _____

12. How much did you enjoy teaching this course?

_____ Very much
_____ Somewhat
_____ Didn't enjoy it

13. What did you enjoy most about the course?

_____ Interacting with students
_____ Use of new materials
_____ Experience teaching in prison
_____ Experimental course format
_____ Students progress in class
_____ Additional income
_____ Relief from other duties
_____ Other (Please specify) _____

14. Did you attend the two-day training session in Orlando?

_____ Yes _____ No

15. If yes, how would you evaluate the overall usefulness of the training session?

_____ Very useful
_____ Somewhat useful
_____ Not useful
_____ Does not apply

16. In terms of its length, would you say that the training session was:

_____ Too long
_____ About right
_____ Too short
_____ Does not apply

17. In terms of its materials and methods, would you say that the training session was:

_____ Exceptional
_____ Adequate
_____ Inadequate
_____ Does not apply

18. How would you evaluate the format of the training session?

_____ Very good
_____ Fair
_____ Poor
_____ Does not apply

19. Did you receive financial support from your community college to attend the training session in Orlando?

_____ Yes
_____ No
_____ Partial
_____ Does not apply

20. How would you evaluate your experience teaching the Life Skills course in prison as a personal learning experience?

_____ Very valuable
_____ Somewhat valuable
_____ Not valuable

21. How would you evaluate this course as a learning experience for the students?

_____ Very valuable
_____ Somewhat valuable
_____ Not valuable
_____ Don't know

22. In teaching Life Skills, what percent of each of the following methods did you use?

_____ Didactic
_____ Experiential
_____ Discussion
100%

23. How were instructors from your community college recruited for the Life Skills program?

_____ By the administration
_____ Department heads
_____ Community education
_____ Other instructors
_____ Other (Please specify) _____

24. Who was responsible for supervising the Life Skills program at your community college?

Name _____

Position _____

Department _____

25. What department at your community college was responsible for directing the Life Skills program?

Department _____

26. Did your community college accept work in the Life Skills program as a credit course for the students ? (Please indicate course number).

_____ Yes, transfer credit (Course # _____)
_____ Yes, institutional credit (Course # _____)
_____ No, non-credit

27. Has your college shown any interest in teaching Life Skills on campus?

_____ Yes
_____ No
_____ Don't know

28. How supportive of the Life Skills program was your community college administration from your point of view?

_____ Very supportive
_____ Somewhat supportive
_____ Not supportive
_____ Don't know

29. How many students were initially enrolled in your Life Skills course?

_____ (Number)

30. How many students completed the course?

_____ (Number)

31. How many of your students who enrolled in the course were in their first six months of their incarceration?

_____ (Number)
_____ Don't know

32. How many of your students who enrolled in the course had had some previous experience in a motivational program?

_____ (Number)
_____ Don't know

33. How would you rate the previous skill level of your students?

_____ Good
_____ Fair
_____ Poor
_____ Wide range
_____ Don't know

34. What factors accounted for most of your dropouts? _____

_____

_____

_____

35. How did you deal with non-literate students?

_____ No special method
_____ Used only verbal exercises
_____ Used symbolizing exercises
_____ Individual attention by instructor
_____ Individual attention by other students
_____ Excluded non-literate from exercises
_____ Other (Please specify) _____

36. How many of the students enrolled in your course were:

_____ White
_____ Black
_____ Hispanic
_____ Other
_____ Don't know

37. How would you describe the motivational level of your class?

_____ High
_____ Moderate
_____ Low

38. Was there a need for bilingual instruction in your course?

_____ Yes _____ No

39. Would you be interested in teaching this course again?

_____ Yes _____ No

40. If you did not attend the training session did you receive some other kind of training?

_____ Yes
_____ No
_____ Attended training

41. If yes, what kind of training was it? _____

_____

_____

42. Was this training adequate?

_____ Yes
_____ No
_____ Does not apply

43. Were you the only instructor in your course or did you have an assistant or co-instructor?

_____ Only instructor
_____ Had assistant or co-instructor

44. Generally, how would you evaluate the instructional material for the course?

_____ Very good
_____ Good
_____ Fair
_____ Poor

45. Estimate how much of the materials you used in each category for each unit.

	Essential Materials		Suggested Materials		Your Own Materials	
Unit 1	_____	+	_____	+	_____	= 100%
Unit 2	_____	+	_____	+	_____	= 100%
Unit 3	_____	+	_____	+	_____	= 100%
Unit 4	_____	+	_____	+	_____	= 100%
Unit 5	_____	+	_____	+	_____	= 100%
Unit 6	_____	+	_____	+	_____	= 100%
Unit 7	_____	+	_____	+	_____	= 100%

46. Did you use the assessment instrument that was provided?

_____ Yes
_____ No

47. Did you have a graduation ceremony at the conclusion of your course?

_____ Yes
_____ No

48. Had you taught a Life Skills class previous to this one?

_____ Yes
_____ No

49. What day and time did you teach the Life Skills class last fall?

_____

50. How long was each session? _____

51. Did you use the certificates for those who completed the course?

_____ Yes
_____ No

52. What should be the future direction of the Life Skills program?

_____

_____

Supplemental Information Sheet
Life Skills Project

1. Your Name: _____

2. How much did you enjoy teaching the Life Skills course?

	1	2	3	4	5	6	7	8	9	10	
Not at all	___:	___:	___:	___:	___:	___:	___:	___:	___:	___:	Very much

3. How valuable to you was the Life Skills course in directly developing new teaching skills?

	1	2	3	4	5	6	7	8	9	10	
Not at all	___:	___:	___:	___:	___:	___:	___:	___:	___:	___:	Very much

4. What aspects of the learning experience were most important to you. Please rank 1, 2, 3 - 1 is the most important.

____ Working with non-traditional students

____ Personal insights and attitudes

____ Teaching skills; experiential

____ Teaching skills; class discussions

____ Understandings of prisoners, prison culture, and correctional systems

____ Impact on students' lives

____ Response from students

____ Other (specify) _____

_____

____ None of the above

Please return to: Lu Ramey
Life Skills Project, A-235
Santa Fe Community College
P.O. Box 1530
Gainesville, FL 32602

Thank you for your immediate response.

BEHAVIORAL DATA SHEET

For each of the following behaviors, indicate the percentage of your total class that showed an increase in each behavior:

_____ Grooming

_____ Eye contact

_____ Self-disclosure

_____ Active listening

_____ Appropriate expression of feelings

_____ Reports of appropriate goal setting

_____ Arriving on time

_____ Showing interest in an additional class

_____ Wanting to discuss personal issues with instructor or group members

_____ Interaction with other than only closest friends

_____ Class participation

_____ Empathy

_____ Wanting to maintain contact after course is over

_____ Creative self-expression through poetry, art work, music, letters, etc.

_____ Responding with less hostility

Your Name: _____

Correctional Institution Served: _____

APPENDIX E

SUGGESTED SPECIFIC ACTIONS,

FACILITATORS' WORKSHOP

Action on Critical Issues Relating to Inmates

1. Inmates need to know how Life Skills relates to "me" - in prison and in life.

   a. Consider additional information in books
   b. Individual "testimony"
   c. Group process

2. Inmates need to know what they get out of Life Skills. What are the "pay-offs"?

   a. College credit
   b. Gain time
   c. College certificate
   d. Possibility of co-facilitating
   e. Privileges
   f. Grades
   g. Individual progress form

3. Inmates need to know what they have to do versus what they can choose to do. (What part of Life Skills is voluntary?)

   a. Attendance requirements
   b. Participation requirements
   c. What is the expectation in terms of mastery of skills?
   d. What outside efforts are required? (Goal setting, teaching a skill, etc.)

4. Inmates need to know what priority to give to Life Skills - i.e., is it better than AA but less important than "group" or Jaycees?

5. Inmates need the benefit of the total image of the Life Skills Program.

6. Facilitators may need to address (or at least be aware of) the following inmate concerns:

   a. Inmates are now in - they want out
   b. Sexual issues - Overview Module doesn't address
   c. Racial issues

Action on Critical Issues Relating to Community Colleges

- Need to put together funding needs through corrections superintendents documenting their requests for services.
- Put together lobbying effort for legislative funding.
- Increase communication with community college administrations about Life Skills.
- Send training needs and inmate needs letter to Division of Community Colleges from Department of Corrections.
- Should facilitators be only Community College instructors and not from DOC? If so then an official statement needs to be made.
- Common course number needs to be obtained for those institutions offering Life Skills for credit. Designate an institution and get it through.
- Somehow get Life Skills in front of Community College Boards of Trustees for information sharing.
- Instructors needing and not getting travel money should see if travel is allotted. If so, they should become advocates for themselves and present their cases to administration.
- Strengthen the exchange of services, understandings, and offerings.
- Correctional officers training should include Life Skills.

Summary of Action Plans

Action on Critical Issues Relating to Correctional Institutions

1. Regarding worth of Life Skills program in relation to other institutional programs:

   Recommend that the Department adopt policy and/or issue clarification statements on the worth of Life Skills participation particularly for earning gain time.

2. Regarding coordination:

   Recommend that in the institution the "home base" for Life Skills be clearly identified for correctional and college staff and that at least two staff be designated as responsible for coordination.

3. Regarding orientation of correctional staff:

   Recommend that a new or follow-up Life Skills orientation program be conducted immediately for all staff. Emphasis should be given to creating institutional ownership of the program thus eliminating feelings of detachment, remoteness and lack of responsibility for program effectiveness.

4. Regarding training of correctional staff:

   Recommend that the overview module be used to implement immediate training of correctional staff.

5. Regarding training of facilitators:

   Recommend a Training Center be established in the summer of 1981 for the specific purpose of providing on-going, comprehensive training for Life Skills facilitators. Such training should allow inexperienced facilitators an opportunity to experience the complete course as presented to inmates. Training should also provide experienced facilitators opportunities to refresh and refine skills.